Annual Accountability Report

Fiscal Year 2001-2002

Rayburn Barton
Executive Director

September 13, 2002

His Excellency, James H. Hodges, Governor
And Members of the General Assembly

The South Carolina Commission on Higher Education is pleased to submit for your review this annual accountability report for the fiscal year June 30, 2002. This report includes an executive summary, a business overview, and information pertaining to the elements of the Malcolm Baldrige Award Criteria. The activities of the Commission, including the mission, goals, and performance measures are approved by the appointed Commission members as a component of the Executive Director's annual evaluation process. The institutions of higher education report separately, in accordance with Code Section 59-101-350.

This past year, the Commission continued its role as the coordinating board for the state's 33 public institutions of higher education. These institutions provide post-secondary educational opportunities to over 150,000 students. Highlight activities of the Commission include the awarding of financial assistance to 2,641 Palmetto Fellows Scholarship recipients, 20,340 Legislative Incentives for Future Excellence (LIFE) Scholarship recipients, and 19,779 Need-Based grants recipients.

We are very proud of the work of the Commission in fulfilling its role as the state coordinating body for higher education. If I can provide any further information or material relating to our agency, please contact me at 737-2260.

Cordially,

Rayburn Barton
Executive Director

Enclosure

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Section I
Executive Summary

The Commission on Higher Education serves as South Carolina's coordinating board for the state's 33 public post-secondary institutions. The Commission serves a dual role within state government acting both as an advocate for higher education as well as an oversight entity on behalf of the General Assembly. Fourteen Commissioners, including the chair, are appointed by the Governor and serve four-year terms. A term exception is made in the case of three members: institutional trustees that represent the different sectors of higher education who serve two-year terms. The Commission staff is organized along functional lines into the following divisions: Academic Affairs & Licensing; Planning, Assessment & Performance Funding; Finance, Facilities & Statistical Services; Student Services; and Administration.

Mission and Values

The mission statement of the Commission was developed during a planning retreat for the Commission members during the fall of 2000. At that time, the Commission had recently changed chairmen, due to the expiration of a term, and a subsequent appointment of a new Chair made by the Governor. During this discussion, there was significant conversation with participation from all members. The very definite intention of the group was to have a clear, concise statement of what the Commission should be working toward, and what those efforts should yield for the state of South Carolina. At the conclusion of the session, the following statement was crafted:

The South Carolina Commission on Higher Education will promote quality and efficiency in the state system of higher education with the goal of fostering economic growth and human development in South Carolina.

The Commission's values include the importance of quality higher education, the accessibility of this education to the citizens of the state, and the accountability of the institutions to their students and the General Assembly. The Commission expects excellence on the part of its staff in performing its functions, as well as excellence on the part of the institutions in providing educational opportunities to the students. These values permeate the Commission's operations, from the processing of scholarship applications, to the evaluation of institutional performance and quality of academic programming, to the process whereby allocation of state resources is determined.

Key Strategic Goals for Present and Future Years

The Commission's major goals are reviewed on an annual basis and included in the Executive Director's planning process and performance evaluation process. Provided below are the most significant of those goals:

Agency Wide:
- Advocate for additional state resources on behalf of public higher education institutions for the following items:
  - Performance Funding funds for operations
  - Technology infrastructure funding
  - Research funding
  - Funding for the creation of the proposed statewide virtual library
  - Increased funding for the Need-Based Grants program

In the area of Academic Affairs and Licensing:
- Develop appropriate guidelines, provide staffing, and implement new programs established under the South Carolina Lottery, including the Technology Grants Program, Teacher Scholarship Program, and the Centers of Excellence for Research/Endowed Professorship Program.
- Develop and implement a new competitive grants program to replace the Eisenhower program as required under the new federal legislation, the *No Child Left Behind Act*, which reauthorizes elementary and secondary education, and serve on the various working committees established by the State Department of Education to implement the various components of this Act.
- Develop a formal policy on program productivity to insure increased program efficiency and reduce unnecessary duplication of academic programs.
- Implement a $33 million National Science Foundation grant for math and science instruction enhancement, if funded.

In the area of Planning, Assessment, and Performance Funding:
- Support Implementation of Strategic Plan Task Force initiatives with specific focus on three areas:
  - Supporting initiatives for additional operational funds for institutions of higher education,
  - Improving statewide communication in higher education, including business and K-12, and
  - Implementing at least one major activity to improve the public's perception of the return on the investment in higher education for the State and its citizens.
- Implement two additional legislatively mandated institutional reporting requirements (specified in Act 629 as amended in 2001)
- Begin Performance Funding Year 7 re-evaluation of current performance funding standards for appropriate scoring rubrics.
- Produce and disseminate the final report for the Fund for the Improvement of Postsecondary Education Grant (FIPSE) performance funding study project (1999-

2002), including disseminating project findings at three national or regional conferences

- Begin implementation of a five-state, national FISPE grant project for 2002-05.

In the area of Finance, Facilities, and Statistical Services:

- Continue the accessibility of Commission data by creating a "Decision Support" area whereby common data from all CHE divisions will be electronically available to CHE staff and outside users.
- Automate the transmission, editing and notification of CHEMIS data to and from institutions, thereby eliminating processing delays resulting in greater efficiency and accuracy.
- Complete the electronic gathering of student specific CHEMIS data for all students from all the independent institutions.
- Implement the process of ensuring that all financial aid funds (Palmetto Fellows, LIFE, HOPE, Tuition Assistance and Need-Based) are disbursed to institutions prior to the beginning of each semester, so that the reconciliation process will take place after the fact. This will ensure timely receipt of funds available to an institution for its operation.
- Purchase and implement SPEEDE/ExPress for CHE.

In the area of Student Services:

- Develop regulations and implement new student aid programs and modify existing programs as mandated in the recently passed lottery legislation.
- Expand public awareness of and simplify participation in state-funded financial aid programs in South Carolina
- Continue to develop and expand through the GEAR UP and HEAP Programs, college awareness programs with the intention of increasing the college-going rate for S. C. students and the college completion rates for both 2-year and 4-year institutions.
- Sponsor the statewide conference on Campus Safety
- Conduct an assessment of the Veterans Education Program per PL323
- In cooperation with the Southern Education Foundation, conduct an assessment of access and equity activities in South Carolina and develop strategies to increase the number of minority students, faculty, and administrators in South Carolina

Opportunities and Barriers that may Affect the Agency's Success in Fulfilling its Mission and Achieving its Strategic Goals

Unfortunately, in the current fiscal climate, there are limitations affecting the opportunities for the Commission in relation to successful achievement of its mission and goals. Base budget reductions, mid-year cuts, and the loss of "carryforward" funds used to soften the effect of these reductions have all had a negative impact on Commission operations. Further, discussions of probable future cuts are having a chilling effect on planning efforts. However, there are still opportunities for successes. Reductions in available resources are forcing the Commission to look very critically at how functions are performed, and every process is being

reviewed for potential efficiencies. In addition, the current environment is helping the Commission to focus on its primary mission and utilize all available resources toward that end.

Major Achievements of the Past Year

In the area of Academic Affairs and Licensing:

- A Statewide academic program review of 21 computer science programs was completed.

- A $33 million proposal to the National Science Foundation to establish the SC Math and Science Partnership was submitted, bringing together 10 four-year public institutions and 76 school districts to provide intensive professional development in science and mathematics with the initial focus on middle-level schools. (Proposal is in review stage)

- A scholarship grant program (from lottery funds) for teachers was developed for implementation in 2002-2003

- Extensive collaboration occurred with the SC Department of Education through staff service on several task forces and committees in its work to establish a performance-based teacher education approval process

- The second year of the SC Research Incentive Grants Programs was completed, with grant period running for one full calendar year (January 1, 2001 to December 1, 2002) for 33 grant awards

- The Statewide Articulation List of Transfer Courses between two-year and four-year institutions was expanded from 74 to 86.

- The Commission approved the statewide Colleagues-in-Caring report on the state of nursing education, urging increased attention to and funding for this crucial healthcare profession. In particular, the report emphasized the need for the recruitment and retention of minority and male members of the Registered Nurse community.

- The Commission has placed a priority on the need to find a mechanism to fund the statewide virtual library, an idea which originated in SC in 1993 and has since been adopted by almost every other state in the Southern region, and it has continued to work with various stakeholder groups to increase the visibility of the project.

- A major study of program productivity in the four-year institutions under existing standards was conducted and information was presented to the institutions in different formats; a new policy and procedures are under development following the dissemination of data from the study.

- A second major study focused on licensing regulations was conducted this year, including a comparison to the licensing policies and procedures in the other southeastern states, which resulted in development of substantive changes to our current regulations;

these were submitted to the General Assembly and will be considered during the 2003 session.

- The first Service Learning competition was held with two winners selected representing respectively the four-year and two-year sectors.

- Several efforts were made to enhance communication with stakeholders this year, including retreats of the Advisory Committee on Academic Programs and the standing CHE Committee on Academic Affairs and Licensing; the shifting to electronic postings and distribution of all meeting materials; and the addition of three representatives of the technical colleges to the Advisory Committee on Academic Programs.

In the area of Planning, Assessment, and Performance Funding:

- The Commission hosted a national conference on performance funding on February 20-21, 2002. Conference co-hosts were the State Higher Education Executive Officers, the Education Commission of the States, and the National Center for Higher Education Management Systems. Thirteen states were represented at the national conference with approximately 200 higher education policy makers from around the nation attending over 35 sessions in the 2½ day conference. Conference evaluations showed a 4.00+ satisfaction rate (with 5.00 being the highest).

- The Commission worked with the institutions to implement a more streamlined performance funding system in order to reduce the reporting burden on the institutions. All 37 performance funding indicators were reviewed, with either 13 or 14 indicators that best reflected the respective sector's mission ultimately being selected for each sector. Eight of the indicators remained common across sectors, with four more shared by one or more sectors, and at least one in each sector being sector specific. In addition, the Medical University of South Carolina established several indicator measures that better reflect its mission. The remaining indicators are now either being measured within the scored indicators or are monitored directly on a cyclical basis. These are indicators on which institutions have achieved high enough compliance so that yearly monitoring is redundant. Therefore, every three years on a cyclical basis the Commission will review the current status of these remaining eight indicators.

- Eight performance funding measures were defined and related standards established as called for by action of the Commission in the spring of 2001.

- The *Strategic Plan for Higher Education in South Carolina* was produced and distributed to selected members of the legislature. In addition, the Strategic Plan and Implementation Task Force was created, consisting of presidents from the three research institutions and ten teaching institutions, one regional campus dean, the director of the State Technical College System, three technical college representatives, two representatives from business, and two from the Department of Education (k-12). The Task Force is chaired by an institutional president. This group has chosen several issues that it will continue to work collaboratively on in the coming year. They are actively re-aligning the goals for

higher education in South Carolina to better position higher education as a critical driver in the well being of the State's economic and human capital.

In the area of Finance, Facilities and Statistical Services:
- Meetings were held with the independent institutions to seek their assistance in reporting expanded student record data on enrollment and degrees awarded to the Commission's Management Information System. Of the 26 independent institutions that report data to CHE, 15 reported in the expanded student record format during this past year. We will continue to work with the remaining institutions.

- The data verification function has been reduced from two staff to one staff member. The days expended on a data verification visit have been reduced from approximately eight to five. Historically, the staff of the Commission has visited institutions at different times during the year to perform various audits/engagements (reviews of federal programs, scholarship audits, performance funding audits, etc.). This method was cumbersome and time-consuming for both the Commission and the institutions. The Commission adopted a new policy to ensure that an institution receives only one visit for audit purposes per year. This has increased the efficiency of the data verification process and has eased the workload and time expended by the institutions supplying the needs of the auditor.

In the area of Student Services:
- Increased the number of LIFE Scholarship recipients by 15% from 2000-2001academic year, increasing the total to $54.4 million for 2001-2002 academic year.

- Awarded 30% more Palmetto Fellows in 2002 than in the previous year.

- Implemented audit procedures for scholarship programs, including a quarterly audit schedule.

- Sponsored a reception on May 15, 2002, on the Statehouse Grounds for the 2002 seniors awarded the Palmetto Fellows Scholarship with Governor Hodges as the main speaker and many legislative members in attendance.

- Developed an electronic application for the Palmetto Fellows Scholarship Program to implement during the 2003 application cycle.

- Awarded the first group of service members under the South Carolina National Guard Student Loan Repayment Program and obtained approval of program regulations under the Administrative Procedures Act.

- Promulgated regulations and established operating procedures to administer two new financial aid programs (Lottery Tuition Assistance at Two-Year Institutions

and the South Carolina HOPE Scholarship) created under the South Carolina Education Lottery Act beginning with fall 2002 term.

- Continued implementation of the GEAR-UP grant funded largely by the U. S. Department of Education.

- Developed and disseminated a digital (CD Rom) product to 54,000 eighth graders statewide emphasizing the importance of higher education.

- Implemented a measurable goals process for Access & Equity to ensure accountability and validity of the program.

- Completed a two-year research and collaboration project with the Southern Education Foundation and other state shareholders, producing a major report entitled <u>Miles to Go: South Carolina.</u>

In the area of Administration:

- A non-profit foundation was created for the purpose of supporting the Commission and the higher education community by raising private funds for use in supporting programs that are not possible within the Commission's available state resources.
- A Higher Education Summit, involving public and independent college trustee chairs and presidents, along with other higher education leaders, was held on the campus of Coastal Carolina University. The event featured a program developed and presented by the Association of Governing Boards of Universities and Colleges, Center for Public Higher Education Trusteeship and Governance based on components of the Postsecondary Education Initiative of the National Governors Association.
- The Commission expanded its communications outreach programs through the expanded use of electronic notifications of meetings and postings of materials on the Commission website, the preparation and dissemination of *The Chairman's Letter* (an information letter highlighting higher education successes and upcoming events – distributed to approximately 900 higher education trustees and leaders), and the preparation and posting to the Commission's website a "*Highlights*" summary of Commission meeting activities with notification to the higher education community so as to increase awareness of Commission related actions.

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Section II
Business Overview

Number of Employees and Operation Location

The S. C. Commission on Higher Education employs 6 unclassified, 31 classified, 10 temporary grant/time limited, and 5 temporary part-time employees. The Commission's offices are located at 1333 Main Street, Suite 200 in Columbia.

Expenditures/Appropriations Chart (from www.state.sc.us/osb)

Base Budget Expenditures and Appropriations

Major Budget Categories	00-01 Actual Expenditures		01-02 Actual Expenditures		02-03 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$1,982,821	$1,484,300	$1,764,672	$1,353,614	$1,643,235	$1,471,450
Other Operating	$1,028,079	$650,084	$857,120	$525,123	$1,036,172	$479,255
Special Items	$182,354,447	$93,218,726	$71,543,239	$51,684,015	$87,024,101	$65,822,261
Permanent Improvements	$0	$0	$0	$0	$0	$0
Case Services	$0	$0	$0	$0	$0	$0
Distributions to Subdivisions	$0	$0	$0	$0	$0	$0
Fringe Benefits	$590,264	$362,197	$562,185	$350,389	$434,208	$335,110
Non-recurring	$28,007,460	$27,965,460	$30,449,255	$30,449,255	$11,458,881	$11,458,881
Total	**$213,963,071**	**$123,680,767**	**$105,176,471**	**$84,362,395**	**$101,596,597**	**$79,566,957**

Other Expenditures

Sources of Funds	00-01 Actual Expenditures	01-02 Actual Expenditures
Supplemental Bills	$27,965,460	$30,449,255
Capital Reserve Funds	$42,000	$0
Bonds	$0	$0

Key Customers

As a coordinating board for higher education, the Commission administers several programs, provides services to institutions of higher education, develops and administers policies, and serves as both advocate and watchdog intermediary between the state's public colleges and universities and the Legislative and Administrative branches of state government.

In fulfilling these roles, and in accordance with its mission, the Commission serves three primary customer groups: the citizens of the state, the General Assembly, and the public colleges and universities. In order to meet most effectively the needs of these customer groups, the Commission and its staff are organized along functional lines into the following divisions: Academic Affairs & Licensing; Planning, Assessment & Performance Funding; Finance, Facilities & Statistical Services; Student Services; and Administration.

Key Suppliers

In its role as a state level coordinating board, the Commission's key suppliers are actually the public colleges and universities, which provide data and information utilized within the various divisions for varying purposes. For example, enrollment data is provided which is used in determining the resource needs for the institutions but is also used in the process of evaluating both existing and proposed academic programs. Student specific information is also provided for those scholarship and grant programs administered by the Commission. These are but two examples of the numerous types of information and data provided. A secondary source of data is the K-12 community. The Commission relies heavily on information from middle and high schools, students, and parents to insure the effectiveness of our higher education awareness programs.

In addition to the Commission's information needs, as an integral component of our higher education awareness programs (Higher Education Awareness Program-HEAP, and Gaining Early Awareness and Readiness for Undergraduate Programs-GEAR-UP), the Commission utilizes external firms for the development and production of program materials. In developing these programs several years ago, the Commission evaluated the alternatives of developing program materials in-house as compared to utilizing external organizations. Due to the personnel expertise and technology issues associated with particular aspects of these programs, the decision was made to utilize external organizations.

Another area where the Commission relies on an external supplier is for the operation and maintenance of our SCHOLAR on-line application process. This web-based application allows for students to apply electronically to multiple institutions simultaneously, thereby simplifying the college application process. The technical aspects of this process require resources and expertise that is more efficiently provided through external sources.

Description of Major Products and Services

Major programs operated by the Commission fall within the structure of the divisions listed in Section I and are also shown on the organizational chart that follows. Included below are summaries and descriptions of several of the most significant areas and programs.

In the area of Academic Affairs & Licensing:
Insuring academic program quality is one of the primary functions of the Commission. Statewide academic program review involving objective outside consultants provides a means of providing assurances of quality to the state although the decrease in state funding has virtually eliminated this quality control initiative. Thorough analysis of new program requests to ensure that programs are not unnecessarily duplicative, well developed, and provided adequate resources is a second major arena of activity. A third major area of endeavor is the licensing of both degree and non-degree institutions, profit as well as not for profit, seeking to operate in the state; this process is designed to provide consumer protection by ensuring that minimal standards are met which have been increasingly aligned to the standards of the regional accrediting body, the Southern Association of Colleges and Schools. In addition, fostering an environment for research and technology initiatives is another important arena of endeavor. The Commission has administered for two years a state funded competitive grant program for four-year institutions that will increase research activities in future years at these institutions. Considerable energy and attention of this division are also directed toward improving teacher education and engaging in K-16 activities through activities related to the State's partnership with the National Council for the Accreditation of Teacher Education, the activities of the State Department of Education, and several grant programs administered by the Commission which are designed to provide enhanced professional development opportunities for pre-service and in-service teachers. This division also serves as liaison to numerous statewide committees and organizations, national and regional organizations, and governmental agencies, all of which are stakeholders in higher education; this liaison activity involves not only attendance at meetings but on occasion participating in interviews, reading grant proposals, and participating in other specific activities.

In the area of Planning, Assessment & Performance Funding:

Performance Funding, as adopted by the General Assembly in 1996, has been a driving force in the Commission's workload since its passage. The Act called for full implementation prior to June 30, 1999, which the Commission achieved. Also, the Commission has created a more unified planning effort that is underway through the Strategic Planning and Implementation Task Force, consisting of business leaders, K-12 representatives, presidents of colleges and universities, and representatives from independent colleges, the State Board for Technical & Comprehensive Education, and the Commission on Higher Education. Under the direction of the Commission, this effort's goal is to create a planning process that will help the state guide higher education. The Division has also undertaken a renewed effort in assessment by providing more feedback to institutions. Lastly, the Division is finishing a national project under the Fund for the Improvement of Postsecondary Education that completes a three-year study on the implementation of Performance Funding.

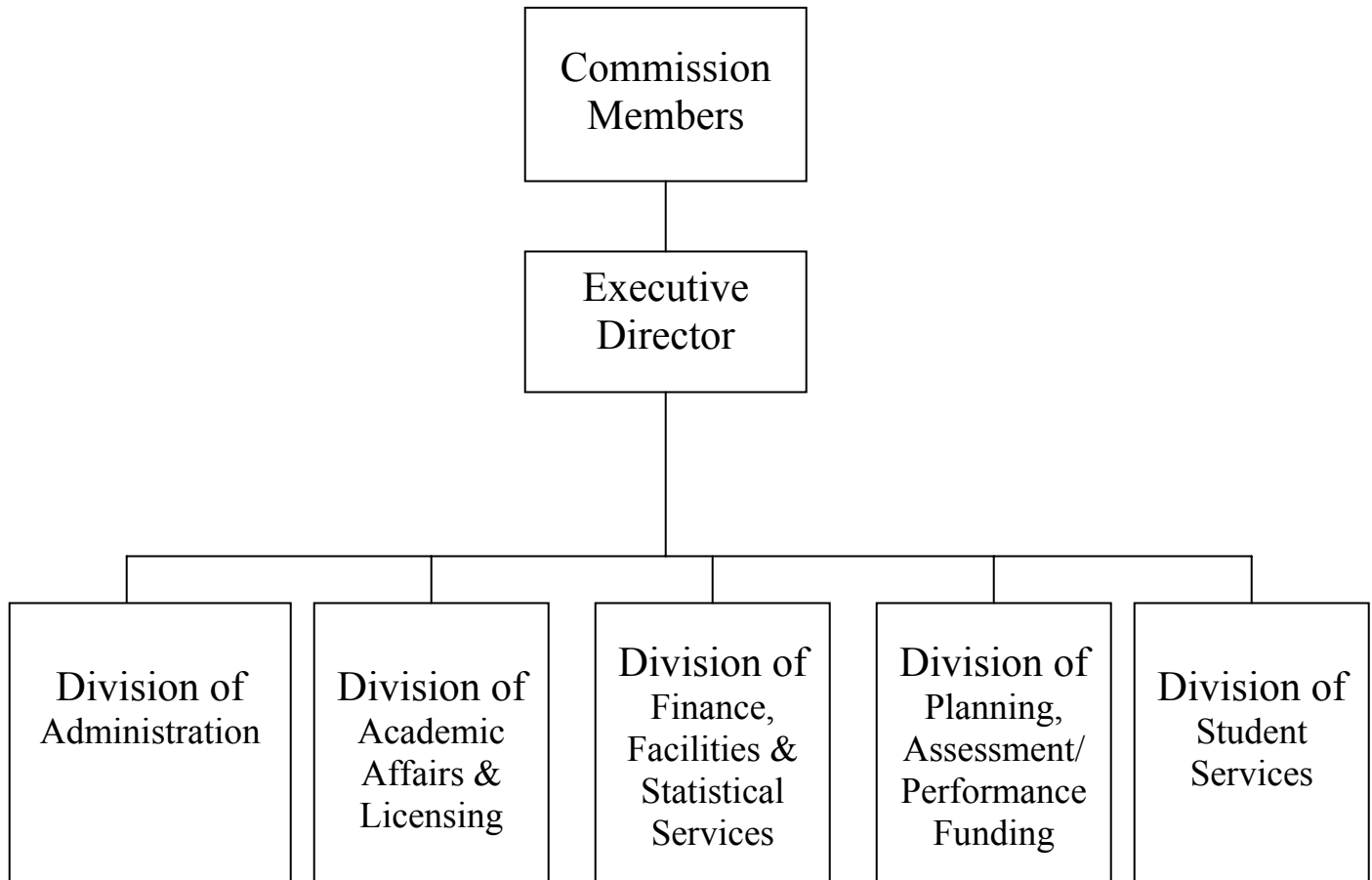*In the area of Finance, Facilities & Statistical Services:*

Adequate funding for higher education institutions is one of the Commission's principal goals. The model used as a determination of need for the institutions is the Mission Resource Requirement (MRR) model. The MRR was created in 1997 and has been a work in process since its development. The Commission has recently completed the process of validating this model through the use of a national consulting firm and peer institutions. This validation has helped in the evaluation of the overall level of funding for higher education relative to other states.

In the area of Student Services:

The scholarship and grant programs are key components to meeting the Commission's mission of providing accessibility to higher education for the citizens of South Carolina. The programs provide an opportunity to recognize the achievements of students and provide direct financial incentives for high academic performance. The Palmetto Fellows and LIFE (Legislative Incentives for Future Excellence) programs provided a combined $78 million in merit-based scholarship funding during the 2001-2002 fiscal year. This represents a 12% increase over the 2000-2001 academic year. The Need-Based Grant program also provides an additional $12.5 million in financial aid funding. The GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and HEAP (Higher Education Awareness Program) programs generate higher education awareness and provide information on preparing for college. The Access and Equity unit provides programs and services that address access, retention, and readiness for students, faculty and staff at our colleges and universities statewide. In addition, the Commission's Veteran Education program approves academic and on-the-job-training programs so that veterans can receive related educational benefits. This included approval of degree, diploma and certificate programs at 93 public and independent colleges and universities and 27 proprietary schools in the state. The On-the-Job Training Apprenticeship programs involved 142 businesses/organizations across South Carolina and served 344 veterans in 143 career training programs. The Commission also provides a centralized college application process through our SCHOLAR on-line application process. This web-based application allows for students to apply on-line to multiple institutions simultaneously, thereby simplifying the college application process.

Organizational Structure

S. C. Commission on Higher Education
Organizational Chart
As of June 30, 2002

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                    │    Commission    │
                    │     Members      │
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Section III
Elements of Malcolm Baldrige Award Criteria

The Commission is in the early stages of implementation of the Malcolm Baldrige National Quality Award Criteria. While the concepts of evaluation and continuous improvement are present within the Commission's operations and activities, the specifics of the Baldrige Criteria have not yet been fully implemented. Provided below are descriptions of current examples of the Commission's utilization of the Criteria concepts and principles.

Leadership

The Commission on Higher Education is a 14 member lay board, appointed by the Governor. The Commission is responsible for the hiring of an Executive Director, who in turn is responsible for developing an appropriate staff and agency structure. The Commission itself has a Chair, appointed by the Governor, a Vice-Chair, and representatives from Congressional Districts, institutional trustees, and the statewide citizenry. The Commission utilizes a committee structure for the handling of business. An executive Committee, including the Chairman and all committee chairs, provides specific direction to the Executive Director for activities and issues to be addressed by the staff. The staff is organized along the lines of the Commission's committee structure.

More specifically, the Executive Director utilizes an Executive Management Team consisting of Division Directors. The divisions include: Academic Affairs & Licensing; Planning, Assessment & Performance Funding; Finance, Facilities & Statistical Services; Student Services; and Administration. Each division includes professional staff and appropriate support staff to perform the related functions. The Executive Management Team serves as the planning and evaluative group for the Commission staff. All agency employees have input into the Commission's activities through their respective Division Director.

The Executive Director meets with the Executive Management Team on a weekly basis. In addition, the Executive Management Team meets with the full Commission staff on a monthly basis to discuss current issues and activities of the Commission. Further, individual divisions meet on a regular basis. These various meetings are designed to insure that the entire staff is aware of and involved in the activities of the Commission. These meetings also provide a forum for the clear communication of the mission, vision, goals and the process to achieve those goals throughout the entire organization.

Strategic Planning

The Commission relies heavily on strategic planning in all activities. The Commission utilizes a bi-annual planning retreat for members to evaluate the programs and direction of the agency. During alternate years and also on a periodic basis, the Commission's Executive Committee, which includes the Chairman of the Commission and all Committee Chairs, meets to review Commission initiatives and direction. New appointees participate in an extensive orientation process so they may become familiar not only with issues in the field of higher education, but also the pertinent issues and policy decisions facing the Commission. The Council of Public College and University Presidents works with the Commission for the formal development and adoption of a Strategic Plan for Higher Education. Also, the Commission staff's Executive Management Team conducts periodic planning sessions and has regular team meetings to continuously evaluate the agency's activities.

The Commission's specific goals are articulated on an annual basis through the Executive Director's evaluation process and this Accountability Report. Goals are reviewed on a periodic basis by the Executive Management Team with respect to status and progress towards achievement. Also, status and/or completion are reported to the Commission members as a component of the Executive Director's annual evaluation.

Customer Focus

The Commission provides service to three primary customer groups: the citizenry of the state, the General Assembly, and the public colleges and universities. Each of these groups views higher education from a different perspective. One of the challenges faced by the Commission is to consider all of these perspectives, which at times may be conflicting, in performing its various functions. The Commission's primary opportunity to interact with each of these groups is through one of its six regularly scheduled Commission meetings, or numerous committee meetings. These meetings, along with other contacts as discussed below, provide the mechanism for evaluating satisfaction among these customer groups

The citizenry of the state has a variety of means of addressing the Commission. Citizens can contact the Commission directly, either through members or the staff, with issues or concerns that they would like to see considered. Also, citizens can utilize either of the other two customer groups to provide input into Commission activities. As an additional opportunity for citizens, the Commission maintains a website with a variety of information, data, and links to related sites, such as state colleges and universities. A page specifically designed for parents and students is also provided with relevant information and a link to an electronic application process that allows students to apply on-line to all of our state's colleges and universities. Each division of the Commission maintains information that describes and is relevant to their programs. For example, the Academic Affairs page includes a summary of available degrees and information on the Academic Common Market (a Southern Regional Education Board program that provides in-state tuition to students attending certain programs in other states). Also, the Finance, Facilities and Statistical Services page includes copies of current and past *Statistical Abstracts* and the new *Facilities Abstract*. Finally, the Commission's webpage includes numerous opportunities for communication directly to Commission staff via e-mail.

The General Assembly works with the Commission in one of the following manners: directives through Legislation, contact directly with appointed Commissioners, or contact (directly or through Legislative staff) with the Commission staff. The Commission maintains on its staff a Legislative liaison that is charged with monitoring and providing coordination with this customer group. Certain other staff members whose area of responsibility may relate to Legislative activity also work with this customer group. These interactions with the General Assembly occur both formally and informally. Budget presentations to House and Senate committees, Legislative hearings on pending legislation, and informational presentations to ad hoc committees are a few of the formal interactions. Informal opportunities occur through information requests from individual senators and representatives, working with legislative staff in preparing material for consideration, or serving as a resource during staff research of pending issues and discussions.

The public colleges and universities work closely with the Commission and its staff. The first area of interaction is the membership of the Commission itself. With the passage of Act 137 of 1995, the Commission membership was modified to include institutional representation. Effective July 1, 1996, three members were appointed to represent the different sectors of institutions. The members are trustees from each of the following sectors: public senior research institutions, four-year public institutions, and the technical colleges. Institutions have additional input into Commission activities through advisory committees. Each functional area of the Commission has one or more advisory committees including representation from every public four-year institution and selected representatives from the public two-year institutions. These advisory committees provide valuable discussion and recommendations to the Commission staff. Often, the recommendations of these committees are made directly to the Commission, with the support of the staff. Institutions have further access to the Commission through direct requests. All institutional requests, ranging from academic program approvals to facilities improvements to budget requests, are made to the Commission after appropriate analysis by the staff. The final area of communication between the institutions and the Commission is through the Council of Public College and University Presidents. This group meets on a quarterly basis, twice with the Commission, in order to provide coordination among the institutions and direct input into the Commission's activities. Also, the Commission's Executive Director meets with the Council on an ongoing basis.

Information and Analysis

The Commission has several activities that rely heavily on the use of data. The Commission on Higher Education Management Information System (CHEMIS) collects data from institutions relating to student enrollment, student completions, facilities, courses, and faculty. This system serves as the principal repository for data used in staff analysis of institutional and higher education issues. This data also provides the basis for the Commission's determination of funding needs of higher education, the evaluation of performance of the state's colleges and universities, and allocation of appropriations. Program specific data is gathered for the financial aid programs administered by the Commission, the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) grant program, the Access & Equity program, and the Higher Education Awareness Program (HEAP). Also, division-specific data is

collected for the Academic Affairs and the Planning, Assessment & Performance Funding divisions.

In addition to the CHEMIS database, the Commission also acts as the state-level coordinating body for the collection and submission of data for the Integrated Post-Secondary Education Data System (IPEDS), which is maintained by the U. S. Department of Education for the Federal Government. Much of the IPEDS data is also used in the CHEMIS database. The additional data is used for national statistical purposes, which also provides the Commission access to national comparative data.

Human Resources Focus

As a state coordinating board, the Commission's primary business focus is policy-oriented, rather than direct service or product delivery. As such, the people making up the Commission and its staff are the most valuable asset of the agency. Only through attracting, educating, and retaining a quality staff can the appointed Commission members be assured that they are receiving the best possible analysis and review of issues being considered. Of the 52 members of the Commission staff, eight have Doctoral degrees, 12 have other graduate degrees, and 16 have Bachelors degrees.

Along with the credentials the staff members bring to their positions, the Commission provides opportunities for developing, enhancing, and refining skills. Courses available through the Budget and Control Board provide opportunities. Annual conferences on programmatic areas insure current knowledge of relevant issues. Each year, a member of the staff participates in the State Budget and Control Board's Executive Institute. In addition, several staff members are pursuing additional formal educational opportunities. Also, along with these opportunities, there exists an informal mentoring program provided by the more senior staff members. In short, the Commission places a very high value on the quality of its human resources and recognizes the importance of continual development.

Process Management

Each area and program provided through the Commission operates with the assistance of one or more advisory committees. Also, all meetings of the Commission, including advisory committees, are held as public meetings, thereby providing public access and accountability. Academic quality is an overriding principle in every educational environment. Higher education is no different. Each concept for a new or modified academic program offering goes through an evaluation by a committee involving institutional academic officers. All issues relating to state funding are discussed with institutional finance officers. Questions and considerations relating to scholarships and financial grants programs are reviewed extensively with institutional financial aid officers. Assessment and performance evaluation issues are discussed with institutional research and/or institutional assessment officers. In each of these areas, and all others within the Commission, processes are reviewed on a periodic basis to insure both quality and efficiency, with input solicited from the participants, the business community, and other constituencies of higher education.

Business Results

Provided below and on the following pages are a variety of data relating to the Commission's programs and activities. These data are used within the respective programs as means of evaluating levels of activity, progress toward stated goals, or achievement of statewide objectives. As the Commission continues to implement the usage of the Malcolm Baldrige National Quality Award Criteria concepts and principles, additional trend data over appropriate time periods will be available. Also, the data included below will be evaluated as to its effectiveness in measuring achievement of agency goals.

With respect to business results, the institutions of higher education report separately in accordance with Code Section 59-101-350. This reporting is achieved through the use of institutional report cards, which are reported to the Legislature annually in the document entitled: *A Closer Look at Public Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance.* Institutional report cards are also posted on the Commission's website at: http://www.che400.state.sc.us/web/Perform/ReportCards/Report_Frames.htm.

Statistics from Scholarship and Grant Awards

	Academic Year			
	1998-1999	1999-2000	2000-2001	2001-2002
Palmetto Fellows:				
Number of New Awards	n/a	1,036	1,165	712
Number of Total Recipients	1,728	2,263	2,633	2,641
Total Scholarships Awarded	$7.8	$10.6	$12.6	$12.6
LIFE Scholarships:				
Number of Recipients	15,165	17,025	17,269	20,340
Total Scholarships Awarded	$27.1	$30.4	$46.4	$54.4
Need-Based Grants:				
Number of Recipients	23,028	20,567	21,306	19,779
Total Grants Awarded	$16.1	$12.5	$13.8	$12.0

(Note: dollar amounts are in millions)

Statistics from Academic Affairs Programs

Number of Existing Programs Reviewed: 21
Existing Academic Program Disciplines Review Completed: Computer Science
       Commendations of Excellence   3
       Full Approval   18
       Probations   0

	2000-2001	2001-2002
Number of Program Planning Summaries Reviewed:	32	22
Number of New Program Proposals Reviewed:	26	16
Number of Existing Programs Terminated:	27	65
Number of Program Modifications Reviewed:	11	6

Number of New Academic Policies Developed: 2 (New Nursing Agreement, Expansion
                                          of Transfer Articulation Courses)

	2000-2001	2001-2002
Number of Reports/Articles/Presentations Prepared on Academic Issues:	12	27
Number of Interagency Taskforces & Committees Staffed:	17	26

SREB Programs: (Number of Students Certified for:)	2000-2001	2001-2002
N. C. School for the Arts:	5	6
Contract Programs (Veterinary Medicine & Optometry)	80	90
Academic Common Market	97	101

Number of new Grant Proposals/Guidelines Developed: 2

Number of Grants & Awards Under Various Programs:	2000-2001	2001-2002
Eisenhower - Foreign Language:	3 of 6 submitted	3 of 3 submitted
Eisenhower - Math & Science:	6 of 11 submitted	10 of 14 submitted
Eisenhower Site Visits:	11	0
Research Incentive Program:	34 of 89	33 of 86
		(2nd year of 2yr program)
Professor of the Year:	2 Winners	2 Winners
	(10 finalists / 40 nominees)	(10 finalists / 39 nominees)
Center of (Teacher) Excellence:	1 of 4 submitted	1 of 4 submitted

Licensing Program:	2000-2001	2001-2002
New Agent Permits:	78	93
Transcripts Requested:	286	252
New Licenses – Degree Granting:		
Amendments	5	2
Initial	1	6
Non-Degree Licenses Issued:	144	167
Licenses Relinquished/ Deferred/Denied/Revoked	0	2
Student Complaints:	38	64

Gaining Early Awareness and Readiness for Undergraduate Programs

The SC GEARUP program operates a variety of exciting programs across SC with the goal of assisting low-income students to be prepared for and succeed in college. Each of the programs is evaluated for impact and the effectiveness. Evaluations include pre and post surveys, activity evaluations, and/or interviews that include student, parent and educator components.

GEAR UP Early Awareness Programs – The 6th grade program – Just Unleash My Potential (JUMP) - and the 7th grade program - Learn the Power to Earn - serves approximately 50,000 students in 141 schools and 69 school districts in South Carolina. The programs provide students, parents, and educators with important academic and career planning information and learning tools that enable the recipients to be better prepared for the challenges and success of high school and college.

GEAR UP High Performance Partnerships – High Performance Partnerships operates out of the SC Chamber of Commerce office with four staff members. During the year, the High Performance Partnership staff developed and maintained a total of 100 business partnerships with 76 schools statewide. Each partnership is unique and is supported by the HPP staff as well as the SC GEAR UP staff. (2000-2001 data: 100 business partnerships with 76 schools statewide)

GEAR UP Mentoring Program - Housed at the State Department of Education, this program provides training support to the High Performance Partnership business and education program as well as develops new mentor program opportunities around the state. During the 2001/2002 year, the program participated in a newly funded IMPACTS program. This program is in partnership and funded by the SC Department of Health and Human Services Division on Aging. Twenty school districts with GEAR UP programs were awarded as pilot sites. Pilots were completed. The GEAR UP IMPACTS program was awarded $91,000 on July 1, 2002 to expand the program to 24 sites during the 2002/2003 school year. Local mentor coordinators train and place volunteer mentors to assist GEAR UP students.

Data Analysis and Statistics - Data and evaluations are done on a continual basis with GEAR UP. This year the following surveys were completed in various GEAR UP schools/ programs across the state.

Number Surveyed	2000-2001	2001-2002
Parents	1,356	1,258
Students	2,812	2,957
Teachers	157	139

GEAR UP Saturday Academies and Summer Institutes (SA/SI) - Ten college or university based Saturday Academies/Summer Institutes each met for 20 five-hour sessions on Saturday mornings with at-risk seventh graders and for a minimum of five such sessions with at-risk eighth graders to accelerate the students' academic achievement, better prepare them for the PACT, and increase their probability of attending college. The average total daily attendance for 7th graders participating in the ten Saturday Academy and Summer Institute programs was 38. In addition, all ten programs met for at least three weeks during the summer with the seventh (rising eighth) graders for the same purpose. Most of the summer programs were all or partially residential. Both school year and summer programs included educational field trips and at least

one session with a special science team - TEAM GEAR UP - from the Governor's School for Science and Mathematics. (2000-2001 data: average daily attendance was 33)

CHE staff make regular visits to the Saturday Academies/Summer Institutes to observe and visit with students, faculty, and staff for the purpose of monitoring programs and assuring success of the programs.

There were 943 students that participated in the SA/SI programs at the ten colleges and universities (The Citadel, College of Charleston, USC Aiken, USC Columbia, USC Spartanburg, Horry-Georgetown Tec, Midlands Tec, Denmark Tec, Benedict College, Lander University). (2000-2001 data: 782 students participated)

GEAR UP students in the SA/SI programs all take the ACT Explore test. The test is used as a student assessment tool to determine what areas the students are weak in and to determine what areas the teachers will address during instruction time for SA/SI programs.   During the 2001/2002 year, 957 7th graders took the Explore Test. (2000-2001 data: 406 students were tested)

GEAR UP Partnership with SC Governor's School for Science and Mathematics: During the 2001/2002 year, 37 Juniors and Seniors from Aiken, Anderson, Beaufort, Berkeley, Charleston, Cherokee, Darlington, Georgetown, Pickens, Richland, Saluda, Spartanburg, Williamsburg, and York Counties participated in the TEAM GEAR UP program. These students served 371 middle school students across the State during a total of 12 workshops. In addition, this year 22 rising 9th grade GEAR UP students and 9 rising 10th grade GEAR UP students were awarded scholarships to attend the SC Governor's School for Science and Mathematics Summer Science program. Many of these students show the promise of becoming Governor's School students themselves in the next few years. (2000-2001 data: 39 students served 575 middle schools during 15 workshops)

During the 2001/2002 year the **South Carolina Educational Television** (SCETV) partnership produced two television shows - One Step at a Time - for parents and educators to be shown statewide on their local networks in September 2002. The programs will also be aired later in September at all schools in South Carolina. In addition, SCETV prepared and produced the first distance learning GEAR UP course – One Step at a Time - for 50 educators that began in August.   The course will produce local parental involvement components that include educator training and support and will utilize the scenarios produced during the television series.

Higher Education Awareness Program (HEAP)

HEAP Purpose
To provide information to eighth grade students and their parents in order to increase their knowledge about the availability of post-secondary education in South Carolina and to motivate them to aspire to higher education with the purpose of increasing the college going rate in South Carolina.

ACT 271 of 1992
◆ Increase the college-going rate in South Carolina by making 8th-Grade students and their parents aware of:
  − SC Higher Education opportunities
  − Academic Prerequisites
  − Tuition & Fees
  − Financial Aid possibilities
◆ This communication campaign encourages 8th grade students to consider college by understanding that a post-secondary education gives them better access to employment opportunities & enhanced purchasing power. Thus giving birth to the phrase "College Pays"
◆ SC Commission on Higher Education given coordinating responsibility
◆ Cooperation <u>required</u> from:
  − SC Department of Education
  − All public institutions of higher education
  − All public schools with 8th grades
  − Local school boards

Participants
◆ Public 4-year Colleges   (12)   Mandated
◆ Public 2-year Colleges   (5)   Mandated
◆ Technical Colleges   (16)   Mandated
◆ Public Schools   (252)   Mandated
◆ Private Colleges   (20)   Voluntary
◆ Businesses   Voluntary
◆ Churches   Voluntary

History
◆ 1991 - 1992: 7 schools, 1100 students, 6 higher education partners
◆ 1992 - 1993: 96 schools, 18,000 students, 37 higher education partners
◆ 1993 - present: 262 schools, 56,000 students, 54 higher education partners

Implementation
The new materials include an interactive CD Rom for each student to be implemented by independent learning group activities, media lab interaction, and/or self directed activities. The CD Rom contains all of the earlier material in a digital format with additional activities and information, with a curriculum emphasis, that is based on academic skills to improve performance on standardized testing and college preparedness.

Schools incorporate HEAP activities into regular classroom lessons. For example, English teachers have built writing assignments around letters to colleges and librarians used colleges and careers as a reference search assignment.

# Schools	# Students	Average 8th grade size	Smallest	Largest
262	55,751	212	13	790

Partnerships

◆ Each school is partnered with an institution of higher education

◆ Each institution is partnered with two to nine schools

Student Highlights

◆ 31% of schools involved local businesses in the program

◆ 74% of schools reported changes in the students behavior resulting from HEAP

◆ 26% noted changes in the parents behavior resulting from HEAP

◆ 38% of higher education partners indicated an increase in inquiries to their admissions office from middle school children as a result of HEAP

Through the use of regional meetings, 237 schools (of the 268 middle schools originally involved – six schools subsequently merged to result in the 262 schools referenced above) were contacted and provided information, materials, and counseling regarding the program. Commission staff members visited 43 schools individually. During the prior year, 25 schools were visited.

A Technology Capability Survey was sent to all 268 middle schools to assess their technology resources and abilities. A ninety percent (90%) response rate was achieved, with ninety-eight (98%) of respondents having the capability to deliver the HEAP materials and program to their students. Ninety percent (90%) of Schools have closed circuit TV (Channel 1) (others have access to TV/VCR), Eighty-Three percent (83%) Implement the program via academic curriculum, and Ninety –Seven percent (97%) have a computer lab or access to computers.

New method of delivery:
AD Campaign
-Commercials 12-20 (30-60 second) to be shown during morning programming. The content will be time/calendar sensitive.
CD ROM
-60,000 CD's emphasizing the areas of scholarship, career, parent info, test-prep, etc…will be included in curriculum for media lab or classroom use, via self directed activity, or printed instruction.
Measurement
-Chronicle each 8th grade student by name and SS# as procedure in delivery for tracking in future performance (PACT, ACT, PSAT, SAT, Etc.)

Access & Equity Program

Era of Compliance: From 1981 to 1986 South Carolina implemented a federally mandated desegregation plan designed to: (1) Enhance the State's public historically Black colleges, (2) Desegregate student enrollments at the State's baccalaureate degree granting public colleges and universities, (3) Desegregate faculties, staffs, and governing bodies of all public colleges and universities in South Carolina. In 1985, the Commission on Higher Education adopted the South Carolina Plan for Equity and Equal Opportunity in Public Institutions of Higher Education - 1986-87 and Beyond, which over a three-year period, provided funds to support (1) a Graduate Incentive Fellowship Program, (2) an Other Race Grants Program, (3) a Minority Recruitment and Retention Grants Program, and (4) programs to enhance the State's two public Historically Black institutions.

Era of Commitment: In February 1988, the Commission approved guidelines for the Access and Equity Program. Implementation of the Program began on July 1, 1989, allowing funds to be awarded to institutions with well-planned activities that (1) flow from the institution's mission and address the recruitment and retention of minority students and employees, (2) meet specific institutional requirements related to the characteristics of students and faculty, (3) are carefully conceptualized, and (4) are linked to guidelines to emphasize the need to achieve campus climates and academic settings that encourage participation and achievement by African American students

The Commission provides statewide governance to 33 institutions in the area of Access & Equity. The vision of Access & Equity is to achieve educational equity for all students and faculty in higher education. Minority enrollment should be at least proportional to the minority population in South Carolina and minority graduation rates should be comparable to the graduation rates of other students. Progress in the recruitment and retention of minority faculty should be made to enhance diversity among those who convey knowledge to our students.

The development of the **GIS Scholars database** enables colleges and universities to access the students in the GIS Pipeline for employment opportunities. 253 students currently participate. Their information is posted on the web for the purpose of assisting them in acquiring employment in state.

The **integration of Web technology** has been a major emphasis for Access & Equity. We have designed a website with valuable information about the program and each respective institution. All of the correspondence has been converted to electronic mail and all forms can be accessed at any time via the CHE website.

Expenditure Report/ Accountability Component was established in 2001 to help validate the Access & Equity program success. The Commission on Higher Education generated a survey to be completed with End of the Year report; in addition, institutions must generate a survey that gathers feedback from students (to include students receiving scholarships). Results of the institutional survey are shared with the Commission to improve program performance.